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ABSTRACT

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume focuses on curriculum development. It is divided into four parts. The first part deals with the curriculum study committee, its organization and scope of work. Part 2 lists steps to be followed in developing the Lutheran elementary school curriculum. These steps include describing the distinctiveness, the children, and the purpose of the school; identifying subject matter, extracurricular activities, and Christian education experiences provided by the school; and preparing position statements on school issues. Part 3 describes what the principal and faculty must do to implement the curriculum committee's findings. Curriculum evaluation is dealt with in part 4, including whom to involve in evaluation, the schedule and procedures for evaluation, and suggestions for an assessment questionnaire. (JM)

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CURRICULUM

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INTRODUCTION

PART ONE ORGANIZING FOR CURRICULUM DEVELOPMENT

PART TWO DEVELOPING THE LUTHERAN ELEMENTARY SCHOOL CURRICULUM

PART THREE IMPLEMENTING THE CURRICULUM COMMITTEE'S FINDINGS

PART FOUR CURRICULUM EVALUATION

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

EA 012 099

E07

FOREWORD

Lutheran schools in America are flourishing.

Many Lutheran communities are presently conducting feasibility studies to determine if they can have a Lutheran school for their young people. The need for materials to help Lutheran congregations conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinated efforts and generous financial help of Aid Association for Lutherans, representatives of the educational offices of the Association of Evangelical Lutheran Churches, American Lutheran Church and the Lutheran Church-Missouri Synod have combined their efforts in the development of PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS materials. These materials are companion to PLANNING FOR LUTHERAN HIGH SCHOOLS, and PLANNING FOR LUTHERAN EARLY CHILDHOOD PROGRAMS.

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS has been designed to help Lutheran communities assess the feasibility of a school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are intended to assist existing schools in their ongoing operation. While these materials are designed to help congregational leaders, it is advisable to consult with synodical (district or regional) leaders as you begin planning your feasibility study.

Often the principal will be the first person to read this manual. I urge the principal to know the content of this document thoroughly. The principal will order additional copies for those who will benefit from its use. The above is true also for directors of education and early childhood programs.

The work of the following writers is herewith gratefully acknowledged: Dr. Glenn Bracht, Mr. Robert Eggold, Mr. Eldor Kaiser, Mr. Donald Kell, Mr. Ellsworth Kierbs, Dr. Glenn Kraft, Mr. Kenneth Markworth, Mr. Neal Meitler, Rev. Paul Pallmeyer, Mr. Richard Sauer, Mr. Wilbur Tewes and Dr. Martin Wessler. A special word of thanks to the synodical leaders who gave counsel and encouragement in this project: Dr. Victor Constien, Mr. Glenn Moenning, Dr. Al Senske, Dr. Marlin Schultz, Mr. Donald Vetter and Mr. Donald Zimmerman. Thanks to Lois Prahlow for artwork; Jim Reigles for editing; Lois Brandt, Harriette Johnson and Florence Schoenfeldt for typing and Trip Gesch for printing. To Aid Association for Lutherans staff members: Dr. Martin Koehneke, Mr. Fred Pahl, Mr. William Selle and Mr. Donald Stoike thanks for their encouragement and counsel.

These materials are dedicated to the glory of God for the extension of Lutheran education.

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Martin F. Wessler
Project Director

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INTRODUCTION

A. RATIONALE FOR CURRICULUM DEVELOPMENT

Without careful curriculum planning a school can exist only at a very minimal level and achieve few of the distinctive goals of a Lutheran school or of Christian education.

While there is often much conversation about curriculum, many schools follow the traditional pattern of courses with a variety of add-ons which may or may not serve the school's purpose. Very often even the elements of worship, religion, etc. become add-ons without a distinctive goal and purpose according to the needs of the congregation.

Often schools operate without much self-study or assessment of their curriculum. Because change and improvement take initiative, time and energy, the path of least resistance is to do things "the way we always have done them." On the other hand, too much innovation and change cause confusion.

A written curriculum is essential to help assure the success of any school. Teachers, parents, students and congregation members need to know the school's purpose and goals; they need to know how all courses and activities are designed to achieve the goals and purpose. A written curriculum is essential for evaluating progress and planning change and improvement. A written curriculum helps assure everyone that students are getting a good Christian education.

B. CURRICULUM DEFINED

The Lutheran elementary school curriculum is the total of all courses, activities, programs and experiences offered to students in cooperation with the home and church.

Curriculum is a plan for the education of learners. For the Lutheran elementary school this plan will probably include the following areas of learning:

Religion - Bible study, doctrine, worship, Christian life and service

Language Arts - Reading, writing, oral communication, drama

Arithmetic and Mathematics

Science - Health and safety

Social Studies - Home life, current events, history, geography, economics

Arts and Crafts

Music

Physical Education - Health, sports, safety

It is important to understand that all aspects of the curriculum come under the Word of God and need to take into account His creative, redemptive and sanctifying work. Christian education is a cooperative work including parents, church, child, and the teacher - all operating submissive to God's will.

Lutheran schools vary from place to place. The needs of congregations or groups of congregations are quite diverse. The curriculum of each school will vary as it reflects the needs of congregation and students. The love of God is the basic motivating force in any school. Christian knowledge, wisdom, faith, dedication and action all result from the power of God working in people through His Holy Spirit.

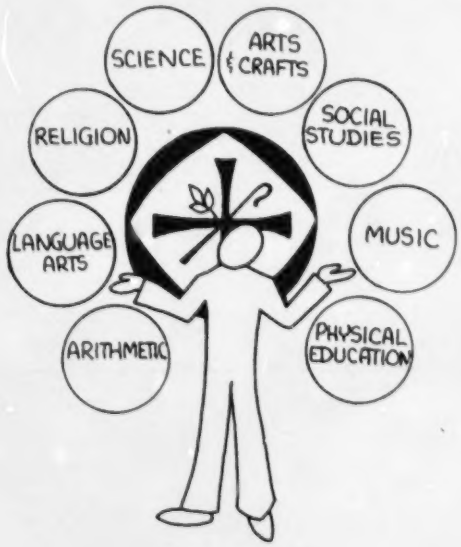
The development of a Lutheran elementary school curriculum is an important part of the process of establishing and maintaining a daily program of Christ-centered education that radiates the spirit of God. A sense of God's love and purpose in each student's life is fundamental. Man's need to know and feel loved should find fulfillment in Lutheran schools

C. PURPOSE OF DOCUMENT

This booklet, designed to help a school prepare and maintain a curriculum, is divided into four parts. Part One will deal with the initial steps needed to get organized. Part Two describes eight steps to be followed in developing the curriculum. In Part Three, six tasks for implementing the curriculum are presented. Finally, Part Four will deal with curriculum evaluation techniques.

When the process is completed, the school should

- have a clear statement of purpose and objectives,
- have a clearly stated plan for achieving same,
- be better able to meet the needs of children,
- be better organized, and
- be able to assess and improve its curriculum annually.



PART ONE ORGANIZING FOR CURRICULUM DEVELOPMENT

The principal usually is responsible for leadership in curriculum development. In concert with the teaching staff, the school board and pastor, the principal should recommend that a curriculum committee be established.

STEP ONE: ORGANIZING A CURRICULUM STUDY COMMITTEE

It is important to appoint a committee which best represents the congregation and teaching staff. The involvement of students can also be helpful.

The school board should authorize and set guidelines for the committee. A committee of five to ten seems to work best.

Committee members should be able to devote a large amount of time to this important effort. Teachers are essential to the membership of the committee. It is important that a variety of people be involved. Community and congregational viewpoints are important. The curriculum study committee should meet soon after their selection to organize and begin their work.

STEP TWO: PLANNING THE SCOPE OF THE CURRICULUM STUDY

Part of the responsiblity of the board of education is to determine the scope of the curriculum to be studied. The study may be limited to one area, such as math or science, or the curriculum study committee may be assigned the overall task of preparing the entire Lutheran school curriculum. In either case, the responsibility of the board is to set the scope and limits of the curriculum committee's work. It is also helpful to set a target date for completion.

STEP THREE: DEFINING THE WORK OF THE COMMITTEE

The principal usually will be the resource person best equipped to aid the board of education in defining the work of the curriculum committee. The committee should be free to study any aspect that will help them develop the best possible recommendations. The committee needs to keep in mind that it must set a time schedule so that it will be able to report to the board of education, faculty, and congregation as soon as possible so that appropriate action and changes can be made.

It may be helpful to agree on a definition of curriculum, such as, "Curriculum is a statement of all of the academic courses, extra-curricular activities and other experiences planned by the school for children to enable them to learn and grow in accord with the school's purpose and the distinctive character of Christian and Lutheran education."

PART TWO DEVELOPING THE LUTHERAN ELEMENTARY ELEMENTARY SCHOOL CURRICULUM

The curriculum study committee's work is outlined in this section. Once this step by step procedure is completed, the committee's work is finished. When the committee completes its work, a summary of its findings should be prepared and submitted to the board of education. Written minutes should be kept to record all discussions, plans, and group decisions.

STEP ONE: DETERMINE THE PURPOSE OF THE SCHOOL

Understanding the purpose of its school is basic to all of the work that the curriculum study committee will do. Therefore, a clear statement of the purpose of the school needs to be written. A successful curriculum cannot emerge unless this first step is completed and the school's purpose clearly understood by all involved in the process of curriculum development.

Activity 1: At the first meeting ask the committee members to state briefly their reasons for having a Lutheran elementary school. List these on a chalkboard and record them in the minutes.

Activity 2: Ask each member to read document E01-Why The Lutheran School before the second meeting.

Activity 3: At the second meeting review the list of purposes and make additions, deletions, and adjustments. Discuss and rank the stated purposes for having a Lutheran school.

Activity 4: Elect one committee member to write a series of clear statements outlining the purposes as identified by the committee. Ask the entire committee to review the written statements before the next meeting.

Activity 5: Distribute and share the suggested purposes of a Lutheran elementary school with other interested parties. Arrive at final approval by the committee.

Activity 6: The committee will share its final statement with the faculty, the board, and the congregation as deemed appropriate in the situation.

Note to the reader: You are urged to review the listing of documents on the last page of this booklet. Each document provides detailed information and help for the management of Lutheran schools.

STEP TWO: DEVELOP A STATEMENT REGARDING THE DISTINCTIVENESS OF YOUR SCHOOL

It is important that the committee members understand the distinctive nature of the Lutheran school and Christian education in general. Committee members should read and study the following statement prepared by the Board of Education of the Lutheran Church-Missouri Synod:

> The objective of Christian Education is that everyone through the Word and Spirit may
>
> - know God and His seeking and forgiving love in Christ and respond in faith and love;
> - identify himself as a son of God, a member of Christ's Body; and as such grow in self-understanding and self-acceptance, express His love through service to fellow human beings, relate responsibly to His whole creation; and
> - live in the Christian hope.

Activity 1: Read the above statement. Discuss it as a committee sharing important insights that the statement gives.

Activity 2: Each committee member should write several statements which identify an implication from the statement for their school.

Activity 3: After each member has shared his statements with the other committee members, the committee should choose and refine approximately ten statements which have particular meaning for their school. List these statements under the heading, "Distinctive Characteristics of _____Lutheran School."

Activity 4: Prepare a final statement which identifies the distinctive characteristics of Christian education at your school.

Activity 5: Report your final statement to the faculty and board for their reaction, refinement and response.

Activity 6: Print the final, agreed-upon statement.

STEP THREE: DEVELOP A STATEMENT WHICH DESCRIBES WHAT THE CHILDREN IN YOUR SCHOOL ARE LIKE

It is very important that members of the curriculum committee recognize the need to keep children, their perspective and needs, in mind as it plans the curriculum. School is for children. Sometimes adults lose sight of this basic fact and may even ignore the needs of children as a result. What are children like?

WHAT CHILDREN ARE LIKE

The one thing children have most in common is the fact that each is different from the other. There is no typical five- or ten-year old. Children at any age differ in size, abilities, needs, feelings and capabilities.

While it is true that each child is a unique individual, some characteristics are common to all children regardless of age or sex. These are*

1. CHILDREN GROW AS WHOLE BEINGS, physically, mentally, emotionally, socially, and spiritually. Though a child may develp more rapidly in one area than in another, growth goes on in all. A teacher should allow the child to think, feel and do.

2. CHILDREN ARE ACTIVE, BEHAVING BEINGS. If they are to learn, they must be free to explore, experiment, be different, make mistakes, construct things, ask questions. A teacher must, within bounds, provide this freedom.

3. CHILDREN MATURE AT DIFFERENT RATES OF SPEED. Notable differences exist in their output of energy, depth of feeling, insight, etc. Most children are slow learners in some ways and gifted in others. Therefore, a teacher must take into account the individual child's maturity, ability, and interests.

4. EACH CHILD BRINGS TO SCHOOL WITH HIM HIS OWN PERSONALITY, SENSE OF VALUES, HABITS, AND GOALS he developed at home and in other associations. To make learning possible, a teacher must take into account the child's background environment, and status in society, as well as his individuality.

5. CHILDREN ARE BASICALLY SOCIAL BEINGS, and seek activities involving other persons. A teacher must help them develop the "we" feeling.

6. CHILDREN LEARN BEST WHEN THEY SEEK THEIR OWN GOALS AND SATISFY THEIR OWN NEEDS. This suggests that children help state their goals and plan their learning experiences.

* Taken from: "Foundations for Christian Education" by Meyer and Rast.

Activity 1: The committee should read carefully and discuss each point listed above.

Activity 2: Assign the above six statements to committee members. (Perhaps two or three statements can be given to groups of two or three committee members.) For each statement list the implications of each for the curriculum, teaching methods, general spirit and setting of your school.

Activity 3: The entire committee should now review and refine the statements prepared above. Continue to work at this until the committee comes to agreement on these statements.

Activity 4: Prepare a final statement for each of the points listed and distribute the final document to members of the committee for their future use.

Activity 5: Report to the faculty, the board of education and congregation as appropriate. Following this report, refine and modify statements as necessary on the basis of the comments and suggestions offered when reporting to the faculty, board or congregation.

STEP FOUR: IDENTIFY THE SUBJECT MATTER FOR YOUR SCHOOL'S CURRICULUM

Most Lutheran schools tend to follow a traditional subject matter curriculum. The committee's task is to determine whether that subject matter serves its purpose. Are the subjects taught so that the goal and the distinctive purposes of Christian education and of the Lutheran school are met?

The purpose of the committee's assignment at this point in an existing school is to reaffirm the need for the subjects that are currently being taught, to identify for each its purpose, goal and objectives. The activities of the committee are based on the findings of their studies made under steps one and two.

The following activities should help fulfill the requirements of step four:

Activity 1: List the courses currently taught in your Lutheran school. (Or in the case of a new school, list those activities which the committee feels are generally appropriate to Lutheran schools.)

Activity 2: For each of the above, prepare one or several brief statements regarding the purpose of this particular subject so that it harmonizes with the statement of school purpose and the committee's understanding of the distinctive nature of Christian education and of the children who attend the school. Try to eliminate inappropriate subjects if possible.

Activity 3: List areas, if any, which should be added to the curriculum. For each course prepare one or several statements which defend the position in favor of a particular course.

Activity 4: Compile the above listing and statements. There now exists a statement regarding the academic offerings and the needs they meet according to the school's purpose and the distinctive character of Christian education.

STEP FIVE: LIST THE EXTRACURRICULAR ACTIVITIES WHICH ARE BEING OFFERED, OR SHOULD BE OFFERED TO THE STUDENTS OF YOUR SCHOOL IN ACCORD WITH THE SCHOOL'S PURPOSE AND THE DISTINCTIVE PURPOSE OF CHRISTIAN EDUCATION

The Lutheran school curriculum includes many outside activities. Many times extracurricular activities are part of the school's curriculum simply because it seems to be a popular idea. If these extracurricular activities are to be offered, they must be offered in terms of the school's purpose and the distinctive character of Christian education.

Activity 1: List all of the activities - sports, choir, band, intramural activities, industrial arts, home economics, etc. - which are offered by your school or usually offered in a Lutheran school.

Activity 2: For each of the above, prepare a statement as to the purpose of each activity and how that extracurricular activity fulfills the school's purpose and contributes to the Christian education of young people. (Perhaps these can be assigned to individuals or small groups of committee members as a preliminary step.)

Activity 3: Prepare for each of the above, as appropriate, statements of evaluation or other commentary the committee feels noteworthy as it evaluates and contemplates this particular extracurricular activity.

Activity 4: Prepare a final statement of the above items regarding the school's extracurricular activity program. The committee should be alerted to the fact that this is a very critical statement for the life of the school and the students who attend. A variety of pros and cons may be anticipated. Nevertheless, it is important that the Lutheran school take a stand and express itself positively in terms of purposes of the school and the distinctiveness of Christian education.

Activity 5: Present the above to faculty, the board of education and the congregation. Record the responses from each group and modify your statement accordingly, if appropriate.

STEP SIX: LIST AND DEFINE THE "CHRISTIAN EDUCATIONAL EXPERIENCES" WHICH SHOULD BE PROVIDED TO ENHANCE STUDENT LIFE IN ACCORD WITH THE DISTINCTIVE CHARACTER OF CHRISTIAN EDUCATION AND ACCORDING TO THE SCHOOL'S PURPOSE

Identify and discuss the host of skills and attitudes Lutheran school students should acquire and develop during their educational experience in the Lutheran school. Perhaps it is important here to list some of the special skills and attitudes: evangelism, service to the poor and elderly, stewardship skills, etc.

Activity 1: List the skills and attitudes the committee feels the Lutheran school students should acquire and develop.

Activity 2: For each of the above, list activities or experiences which could be provided by the school during or after school hours.

Activity 3: Prepare recommendations for faculty and board consideration regarding the above experience and activities. Make appropriate recommendations regarding their inclusion in the curriculum of the school.

STEP SEVEN: PREPARE POSITION STATEMENTS FOR THE IMPORTANT ISSUES WHICH AFFECT THE LUTHERAN SCHOOL CURRICULUM

In an introductory paragraph, discuss the way in which a variety of other elements affect the effectiveness of education, particularly Christian education.

List the following issues and provide a brief statement of explanation for each, showing how each affects the curriculum and the school life. Explain the relationship of each to the attainment of Christian education goals.

1. Time allotment (per day, week, or year)
2. Teaching methods
3. Discipline
4. Homework
5. Grading
6. Individual differences/high and low achievers
7. Parent involvement

Activity 1: Discuss in full committee each of the topics above. Note the comments made by committee members on each topic.

Activity 2: If it seems appropriate, study literature on any of the above topics or request presentations regarding one or several of the above topics.

Activity 3: Assign to committee members or groups of committee members the task of preparing brief position statements for each of the above statements. While each of these topics can easily become hours of discussion and pages of commentary, the committee should be assured that several brief, carefully prepared statements will be adequate to express the views of the committee regarding these items.

Activity 4: The entire committee should now review the position statements submitted and then work toward consensus and concurrence on each statement.

Activity 5: Compile the statements in a comprehensive statement for use by committee members and for presentation to the board, faculty and congregation.

STEP EIGHT:

PREPARE THE FINAL WRITTEN REPORT WITH SPECIFIC RECOMMENDATIONS TO THE BOARD

The basic work of the committee is now complete. The final report should be prepared and presented to the board and to the faculty.

The following steps will complete step eight:

Activity 1: Assign to one committee member the task of gathering all of the previous material of the committee into the final written report.

Activity 2: The entire committee should review and, as appropriate, modify the report that has been presented, giving approval to the final report.

Activity 3: It may be that the curriculum study committee will choose to prepare recommendations to be presented to the faculty and/or to the board to assure that elements of their study are implemented in the future. The committee should take care to prepare these recommendations so that the desired implementation action is clearly understood

Activity 4: The committee is now ready to report to the faculty, to the board and, if appropriate, to the congregation. When reporting, the committee should allow adequate time for discussion so that all understand the report and have opportunity to respond.

PART THREE IMPLEMENTING THE CURRICULUM COMMITTEE'S FINDINGS

After the study committee's report has been presented to the faculty, to the board and perhaps to the congregation, the committee's work is completed.

The implementation tasks generally are the responsibility of the principal and the faculty. The implementation tasks include the following:

1. Each teacher should prepare a course guideline for each course that is taught. While such guidelines may become very lengthy, a one page statement, if carefully prepared, will be adequate at this point. The teacher's course guidelines should include:

   a. A statement of goal (give explanation)

   b. A statement of objectives (explain)

   c. Major activities for the course (explain)

   The above statements prepared by the teacher should reflect the findings of the curriculum study committee.

   When all statements prepared by teachers are completed, they should be gathered into one curriculum manual for the school.

   The statements prepared by the teacher should be edited and modified by the principal and reported to the board for approval, modification and final acceptance.

2. Daily class schedules for the school and each classroom should be prepared or modified to accommodate the recommendations of the curriculum study committee and submitted for board approval.

3. Textbook selections should be made by the principal and the faculty, seeking the approval of the board of education in accord with the recommendations and stipulations of the curriculum study committee.

4. Provisions for extracurricular activities and special experiences identified by the curriculum study committee should be incorporated into the school curriculum and be scheduled as appropriate.

5. The position statements prepared by the curriculum study committee should be placed on the in-service schedule of the faculty for discussion. Regular reports from the faculty should be made to the board for modification and final acceptance.

6. Throughout the implementation procedure, regular reports and news releases should be made so that parents, congregation members and the general public are informed regarding the curriculum activities of the school.

While the board of education may choose to dismiss the curriculum study committee at the point that they have presented their report, it may be helpful to convene the committee on a regular basis during the implementation. The purpose of convening the committee would be to hear the reports of the faculty and the board during the implementation period and to give opportunity to the curriculum study committee to respond and make suggestion. By continued involvement of the committee, the board can further assure itself that the implementation process will be completed in harmony with the recommendations of the board-approved, curriculum study committee report.

Note to the reader: You are urged to review the listing of documents on the last page of this booklet. Each document provides detailed information and help for the management of Lutheran schools.

PART FOUR CURRICULUM EVALUATION

Continuing curriculum evaluation is the best way to assure that a school will remain faithful to its purpose and serve the needs of children, parents and congregation. If the initial curriculum committee did its work well, continuing evaluations will be relatively easy to organize and manage. Continuing evaluation will help assure the board of education that it is responsibly managing the Christian education program of the school.

A. COMPONENTS OF EVALUATION

If the school's curriculum was developed on the basis of the seven components provided in Part Two of this document, it seems logical to use the same components for measuring success and continuing evaluation. The components can be modified, added to or deleted, as seems appropriate and helpful to a faculty and board. The components for curriculum evaluation should include the following:

Component I	Purpose of School
Component II	Distinctiveness of the School
Component III	A Description of Children Attending the School
Component IV	Subject Matter in the School Curriculum
Component V	Extracurricular Activities
Component VI	Christian Education Experiences Offered by the School
Component VII	Position Statements for Important Issues Which Affect the School

In section D, "Assessment Questionnaire for Curriculum Components", suggestions are provided for gathering data for assessing each component of the curriculum.

B. TARGET GROUPS FOR INVOLVEMENT IN EDUCATION

Curriculum development and evaluation are too often viewed as the sole responsibility of the principal and the faculty. While it is true that they plan an important role in curriculum development and assessment, it is important to recognize the significant other groups that need to be involved if the school is to meet the needs of students, parents, faculty and congregation.

If the school's curriculum evaluation is to be comprehensive and possess integrity, each curriculum component must be evaluated by students, parents, faculty and board. Each of these groups is significantly affected by the curriculum; therefore it follows that each group is given opportunity to participate in the evaluation.

C. SCHEDULE AND PROCEDURES FOR EVALUATION

Adequate curriculum evaluation cannot be accomplished in one year. It is important therefore to develop a cycle or schedule to assure that all components of the curriculum are evaluated regularly and comprehensively.

A variety of curriculum designs and schedules are appropriate and can be effective. Each faculty and school board should determine a schedule most appropriate for its use. Once the schedule and design has been adopted, it is critical that the schedule be followed faithfully.

The following presents a five-year schedule. The assignments for each year of curriculum evaluation are listed below along with suggestions. The schedule assumes that a curriculum has been developed and that it is operative.

Year One: Assessment of Components I through IV

During Year One, the first four curriculum components should be assessed and evaluated. Data gathered during this year should be filed for use by the curriculum revision committee. The "Assessment Questionnaire for Curriculum Components" provides questions and suggestions for conducting the assessment.

Year Two: Assessment of Components V through VII

During Year Two, curriculum components V, VI and VII should be assessed and evaluated. Data gathered during this year should be filed for use by the curriculum revision committee. The "Assessment Questionnaire for Curriculum Components" provides questions and suggestions for conducting the assessment.

Year Three: Curriculum Revision

It is suggested that a curriculum revision committee be appointed. The committee will review the work of the initial curriculum committee and the data gathered during years one and two. On the basis of its study, the committee will make recommendation regarding revision and improvement.

Year Four: Curriculum Implementation

Many recommendations of the curriculum study committee will take time for adequate implementation. A minimum of one year may be required to implement the recommendations of the curriculum revision committee. The responsibility for implementation rests with the board, the principal and staff members.

Year Five: Special Program Development

In a sense this year is set aside for "catch-up." It may be that this year is used for in-depth study of one phase of the curriculum; perhaps an additional year is needed for implementation of some special project recommended by the curriculum revision committee.

D. ASSESSMENT QUESTIONNAIRE FOR CURRICULUM COMPONENTS

The following section provides key questions important for assessment and evaluation of each component of the curriculum.

These questions below should be reworded to suit individual school needs; they should also be phrased in such a way that they have meaning for student groups, parent groups, the faculty and the board. These questions can be used for discussion in classroom, parent meetings and board sessions. In some instances it may be desirable to prepare a written questionnaire or a checklist.

A variety of settings or situations can be planned for using the "Assessment Questionnaire", or portions thereof, with students, parents, staff and board. Regular meetings of the board, parents or staff provide opportunity for discussing the assessment questions for one or several of the curriculum components. As teachers meet with parents in groups or individually, assessment questions can be discussed. Toward the close of each school year teachers should discuss with their students the assessment questions. Such discussion can be done over a period of time. It is important to record all responses.

The principal and staff have the responsibility of compiling objective data from tests and other evaluative instruments that help answer the assessment questions with objective data from tests and other evaluative instruments that help answer the assessment questions with objective data.

It is essential that the principal, or someone he designates, be responsible for recording the responses to each component. This person should be directed to set up and keep a file of responses to each component. The file of responses will be important data for the curriculum revision committee in the third year of the curriculum evaluation schedule. This data will be useful as the committee makes recommendations at the conclusion of its study.

COMPONENT ONE - Purpose of School

1. Does the statement express your view about the purpose of the Lutheran school?
2. What might be added to this statement to better express your view?
3. What might be deleted to better express your view?
4. How well does the school achieve its purpose? (Prepare a scale of 1-5 to record responses.)

COMPONENT TWO - Distinctiveness of The School

(Repeat questions for Component One, substituting distinctiveness for purpose.)

COMPONENT THREE - A Description of Children Attending The School

1. Does your school's statement describing children express your view?
2. What might be added to this statement to better express your view?

3. What might be deleted to better express your view?

4. How well does your school rate in its sensitivity to the various needs of children? (Prepare a scale of 1-5 to record responses.)

COMPONENT FOUR - Subject Matter in The School Curriculum

List each academic subject offered in your school; under each ask the following questions:

1. How important is this subject for your child? (Provide a scale of 1-5 for responses.)

2. List suggestions for improvements or additions.

3. List suggestions for deletions.

4. How well is your school achieving the goal in this subject area? (Provide a scale of 1-5 for responses.)

COMPONENT FIVE - Extracurricular activities

List each of the extracurricular activities offered by your school; under each list the following questions:

1. How important is this activity? (Provide a scale of 1-5 for responses.)

2. What elements should be added or improved?

3. What elements should be deleted or revised?

4. How well do you rate your school in achieving the goals for this extracurricular activity? (Provide a scale of 1-5 for responses.)

COMPONENT SIX - Christian Education Experiences Offered by The School

List the various Christian education experiences called for by your curriculum; under each ask the following questions:

1. How important is this activity? (Provide a scale of 1-5 for responses.)

2. What elements should be added or improved?

3. What elements should be deleted or revised?

4. How well do you rate your school in achieving the goals of this extracurricular activity? (Provide a scale of 1-5 for responses)

COMPONENT SEVEN - Position Statements for Important Issues Affecting Your School

List each of the position statements prepared by the original curriculum committee and briefly state that position; under each position statement ask the following questions:

1. How fully do you agree or disagree with the above statement? (Provide a scale of 1-5 for responses.)

2. Write your suggestion(s) for improving the above statement.

E. CONCLUSION

In most instances each component can be assessed in discussion with parent groups, student groups (classrooms), faculty meetings and board meetings. It is important that in each instance the responses of the members be noted and placed in file. The responses will provide important data for the curriculum study committee.

During the year in which the curriculum revision committee conducts its assessment, the committee may wish to prepare a questionnaire for parents and students. The questionnaire should be simple and easy to follow thus encouraging a high number of responses.

As students, parents and congregation members observe the ongoing curriculum evaluation activities of the school, they will gain confidence in the education provided by the school and will feel that they are an integral part of shaping the educational program and activities of the school.

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The Lutheran Church-Missouri Synod
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